The Question-Mark Third Degree That Measures Your Mental Age

Curious But Authentic New Scientific Brain Tests to Try on Yourself to Learn Just How Intelligent and Sharp-Witted You Actually Are.

A YARDSTICK that will measure your brain power! An "instrument" that can compute your intellectual force as accurately as the horse-power of a motor car or the calibre of a rifle!

Science believes it has found it in the Binet-Simon-Terman Intelligence Scale, which is being developed and which already is bringing surprising results in many American schools and courts.

The Scale, briefly, is a set of questionnaires for every age, beginning at the age of three, and going up, year by year, through sixteen, to the test for a "superior adult."

It is the exact opposite of such tests as the famous Edison questionnaire. The Edison test showed only how much acquired information a man had. The Binet test is designed not to get at the individual's fund of information, but to measure his powers of perception and his abstract reasoning power.

The result, worked out by a mathematical formula in which age is the second equation, gives the individual's intelligence quotient, or "I. Q.," as it is called in the technical scientific jargon.

If you are ten years old and have the intelligence of a ten-year-old, you have a "normal I. Q." If you are ten and have the intelligence of six years, you are a "Low I. Q." If you are ten and have the intelligence of a twelve-year-old, or a fifteen-year-old, you have a "High I. Q."

By the practical application of these tests in public schools, it has been discovered that age alone is not a sufficient key to proper grading. It has been discovered that mental age by no means always corresponds to physical age, and in many scientifically administered public schools children are graded by their intelligence quotients rather than by their size and age.

It is possible also, in many cases, to take a child of twelve or fourteen years, and determine with great accuracy whether there is any use for him to study for a learned profession, or whether he would be a sure predestined failure in it and would be better off by learning a trade—or vice versa. It may find an exceedingly brilliant mind—perhaps entirely unsuspected by parents and teachers—in the child of parents who were manual laborers, and point the way to his achieving brilliant success in intellectual pursuits.

Applied in the children's courts, and in courts for adults, too, it is often discovered that an individual delinquent has a mind far retarded behind his physical age—thus entirely changing the issue of his moral responsibility and the disposition to be made of his case.

It is impossible to give all, or even a majority of the tests, on this page. They fill a book. But some typical ones for various ages may be given.

Here are some you can try on your three-year-old baby if you have one:

Point, successively, to your nose, eyes, mouth, hair, and ask him to name each. Say "What is this?"

Show him, successively, a key, a penny, a closed knife, a watch, a pencil, and ask the same question.

Show him the picture of the interior of a Dutch home which is reproduced on this page, and say, "Tell me what you see in this picture?" If there is no response say, "Show me the cat." Say, "Show me the table." Repeat these questions, pointing to simple objects in the picture. He should be able to point out and name at least three things in response to the first question, if he is encouraged and it is repeated.

Say, "What is your name?"

Say, "Are you a little boy or little girl?"

Say, "Can you say, 'Mamma'?" Say, "Now say, 'Nice Kitty.'" Say, "Now say, 'I have a dog.'" The child should be able to repeat a simple sentence of six to several syllables.

If the child gets three-fourths or more of the questions correct, it is of average intelligence. If it misses many of them it is backward. If it answers them all correctly, it promises to be of superior mind. The methods of scoring are much more complicated, but that is the general idea.

One of the tests of a child of four is to show him a simply drawn square, a cross, a triangle, etc., and ask him to reproduce them, while looking at them, one at a time, with a pencil. His lines will be wobbly and irregular, but he should get the essential outline.

One of the tests for a five-year-old is to show him the line of drawings of pretty and ugly faces, also reproduced on this page, and ask him to point out the pretty and the ugly ones. He should also be able to execute three orders; put keys on chair, bring you a box, shut a door.

A child of six should be able to tell you what features are missing in the "missing feature" drawing reproduced on this page. He should tell his right from his left hand, count thirteen pennies, distinguish between pennies, nickels and dimes. He should be able to tell you what he will do if it is raining when he starts to school; if he suddenly finds the house on fire; if he is going some place and misses his car.

A child of eight should be able to count up to twenty. He should be able to tell you the proper thing to do if he has broken something that belongs to someone else; if he is on his way to school and notices that he is in danger of being tardy; if a playmate hits him without meaning to do it. He should be able to tell in what way the following things are alike: wood and coal; apple and peach; iron and silver; ship and automobile. He should be able to tell you in his own words what the following things are and "what they do": balloon, tiger, football, soldier.

A child of nine should be able to work the baseball test. Show him a simply drawn circle, with an opening in it, like the one reproduced on this page. Tell him it is a ball field, surrounded by a circular fence, with a gate in it. There is grass all over it. A ball has been lost. He doesn't know how or from what direction. He is to go in and hunt for it. Ask him how he will hunt for it to make sure of finding it. Ask him to take a pencil and trace the way he would hunt. Only two answers, drawn with the pencil, are correct. Either back and forth in parallel lines until the field is covered; or better still, in a series of concentric circles until the field is covered. He should be able to give date of week, month and year. He should be able to make simple change.

A child of twelve should be able to give correct explanations, in his own words, of the meaning of: pity, revenge, charity, envy, justice. He should be able to arrange correctly the following sentences, shown him in plain capital printed letters, one at a time: "For the started an we country early at hour"; "To asked paper my teacher correct I my"; "A defends dog good his bravely master." He should be able to describe the "stormy meaning" of the picture of a woman crying and a man leaving her at bottom left of this page. Satisfactory answers would be: "The man has to go away for a long time, maybe to war, and she is crying because she is afraid he won't return." Or, "He has proposed and she rejected him, and she is crying because she hated to disappoint him." Or any plausible imaginary story that really fits the picture.

A child of fourteen should be able to give a logical answer to the following:

"My neighbor has been having queer visitors. First a doctor came to his house, then a lawyer, then a preacher or priest. What do you think happened there?"

The test for an average adult and a sixteen-year-old boy or girl is the same. He should be able to supply the morals of fables and symbolic stories, not too complicated. He should be able to explain the real difference between the following abstract things: laziness; poverty and misery; character and reputation. He should be able to repeat, backward, six figures which are given him once orally, as 4-7-1-9-5-2. Before they are given, in measured tones, he should be told what is expected of him. He should be able to repeat with absolute accuracy in every word a simple, intelligible sentence, slowly spoken to him, of twenty-eight words in length.

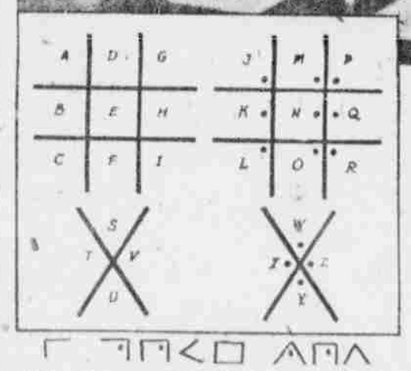
The "superior adult" should be able to repeat backward eight figures, slowly given him orally, as 7-2-5-3-4-6-9-6. He should study, for less than five minutes, the diagram code alphabet illustrated on this page, and then, without copying it off, but carrying the whole thing in his head, he should be able to write and read sentences in the code.

The tests here given, for the various ages, are only few of many. If you are interested in getting them all, any big library or bookstore will supply you a text book. Even in complete form, they are not always absolutely conclusive.

An individual who misses a lot of them may turn out to be a genius instead of an idiot. But in the great majority of cases they are believed to give accurate results.

Prof. Forest A. Kingsbury of the University of Chicago's psychology department, however, is not keen about the Binet test. He says that psychological tests might hide real genius. "The A-plus subject may be the laziest in the group, whereas the fellow who thinks the Russian debacle is a vaudeville act may be diligent, ambitious and kind to his folks," he says. "Psychology has suffered from exploiters and faddists. Unfortunately, no general test has been devised to measure the ability of an adult. We can only make vague classifications."

Samuel Rzeschewski, 10-Year-Old Polish-Jewish Wizard, Could Easily Meet Some of the Tests for a Superior Adult, Yet He Might "Fall Down" Like Any Other Child on Some of the Tests for a Boy of His Own Age.



This Diagram-Code Alphabet Is a Test for the Superior Adult. After Studying the Diagram for Five Minutes, Can You Read the Lines Below It Without Referring Back to Diagram?

A Three-Year-Old Child Should Be Able to Pick Out and Name Three Simple Objects in This Picture.

A Four-Year-Old Child Should Be Able to Draw Some of These Simple Figures, Beginning with the Cross, Square and Circle.

Below, a Six-Year-Old Child Should Be Able to Tell You What Features or Parts Are Missing from These Pictures.

A Five-Year-Old Child Should Be Able to Tell Which of These Figures Are Pretty, and Which Are Ugly.

A Child Should Be Able to "Make Up" a Logical, Imaginative Story About the Characters in This Picture.

The "Baseball" Field Test for a Child of Eight Years, Where a Lost Ball Is to Be Sought for Most Systematically.